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ABSTRACT

Nationwide experience over the last 20 years strongly suggests that state and local education agencies must work together to establish a common vision, standards, and common expectations--a framework--for their comprehensive guidance and counseling programs. This document presents a framework that brings together the basic elements to develop, implement, and evaluate comprehensive guidance and counseling programs in local school districts. It provides a comprehensive approach to guidance and counseling that reaches one hundred percent of the student population in a school district. It is based on the premise that guidance is an integral part of the total educational system of a school and is integrated into all programs of the school district. The connection between student accountability and success and guidance/counseling programs is explored. An overview of standards for guidance and counseling programs is provided, and standards are discussed in regard to their benefits to school districts. Then the standards for program content, program structure, program delivery, and program evaluation are listed and explained. Finally, a program content definition and description are provided. Appendix I is "National Consortium Framework, Standards and Definition"; Appendix II is "A Matrix of Standards, Guidelines, Competencies, and Student Outcomes." (MKA)

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A National Framework for State Programs of Guidance and Counseling

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Mission
National Consortium of State Guidance Leadership

The Consortium is a coalition of guidance representatives from participating state and territorial departments of education. The organization's mission is to enhance career guidance and counseling, leadership, and training; support research; and facilitate program improvements. The Consortium's purpose is to provide a framework for improving the effectiveness of elementary, secondary, and postsecondary programs, counselor education and supervision, and administration of comprehensive career guidance programs in school, community, and institutional settings. Specific objectives of the Consortium include the following:

- Provide opportunities that enable states to collaborate on and support projects of mutual priority, ongoing programs, career development, and pre-vocational services.
- Promote the development and improvement of career guidance at all levels of education and training.
- Involve business, industry, and government in creating, operating, and evaluating quality comprehensive career-guidance programs.
- Serve as a clearinghouse through which states can seek assistance from public and private sources for the improvement and expansion of career guidance programs.
- Offer technical assistance to states in developing their annual and long-term plans related to career guidance and counseling.
- Provide assistance in the development, implementation, and evaluation of comprehensive guidance programs.
- Provide evidence of program effects and a forum for promoting career guidance as a program of national significance with business, industry, and governmental entities.
- Influence career guidance professional literatures through research, publishing, and product development.

A National Framework for State Programs of Guidance and Counseling

A Foundation for Student Academic and Life Long Success

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JUNE 2000

Foreword

Most individuals would agree that guidance and counseling programs, delivered developmentally, cause a number of positive effects for students academically and in the area of career development, and personal and social development. Likewise, counselors and others concur that good leadership causes good programs and their effects. Last, most would also agree good programs cause high impact effects, and thus, are strongly supported by policymakers at all levels. The problem currently facing the profession is how does a state or school develop and employ such leadership prior to having the desired results?

The National Consortium for State Guidance Leadership, operating for more than 17 years, is attempting to cause solutions to this guidance leadership issue. A white paper has been prepared and disseminated that traces the roots of guidance, provides a glimpse of what it takes to create effective programs, and gives examples of what leaders can and need to do. The Consortium provides this framework as another resource for implementing guidance and counseling as a program at the state and local levels. This framework is the structure for making guidance and counseling logically structured, complete, and accountable, which maximizes benefits for all students.

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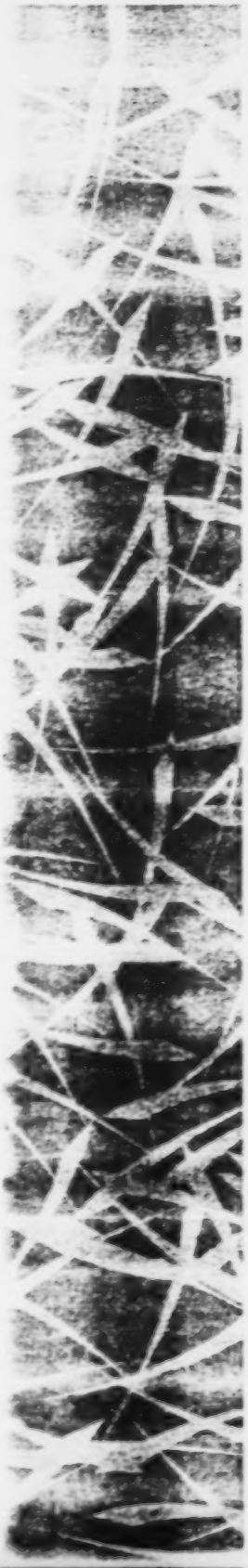
Preface

Nationwide experience over the last twenty years strongly suggests that state and local education agencies must work together to establish a common vision, standards, and common expectations–a framework–for their comprehensive guidance and counseling programs. The enactment of legislation and the establishment of state board policy consistent with state practices are key to this process. School boards, superintendents, principals, counselors, and teachers must understand the organizational structure of comprehensive guidance and counseling programs and their contributions to student achievement and life success. Such an understanding is essential if programs are to be articulated developmentally across all grade levels. Maintaining the continuity of guidance and counseling programs, and guaranteeing their sustainability over time, are dependent on all individuals in the system being familiar with and supportive of the programs.

To meet this need, **A National Framework for State Programs of Guidance and Counseling** was developed. This framework brings together the basic elements to develop, implement, and evaluate comprehensive guidance and counseling programs in local school districts. It provides a comprehensive approach to guidance and counseling that reaches 100% of the student population in a school district. It is based on the premise that guidance is an integral part of the total educational system of a school and is integrated into all programs of a school district.

Although many comprehensive guidance and counseling programs are in place throughout the United States, many schools are still not at this point and need assistance. Change is needed for the full implementation of these programs and to ensure that guidance remains at the forefront of school reform. All educational leadership needs to understand the impact guidance and counseling has in their schools and how these programs need to change to meet the needs of all students. Within the education community, school counselors have been, and are at the forefront of responding to these changes through their work in developing and managing comprehensive guidance and counseling programs in their schools.

There are several resources currently available which states or districts use to develop their comprehensive guidance and counseling programs. The National Career Development Guidelines, sponsored by the National Occupational Information Coordinating Committee (NOICC); the National Standards for School Counseling Programs, sponsored by the American School Counselors Association (ASCA); Standards for Counselors, sponsored by the National Career Development Association (NCDA); and numerous state department or professional association models have provided the basis for states and districts to develop their own programs. This framework was developed to include all



the elements represented in key state models that have been successful in building and implementing comprehensive programs. The framework is based on current developmental theory and research as well as the general concerns and needs of guidance leaders. To further assist with implementation, a user guidebook is available which provides resources and strategies for implementation.

The *Framework for Comprehensive Guidance and Counseling Programs* is divided into three sections. The first section places guidance and counseling programs as a strong solution to student achievement and educational reform. The second section presents seventeen (17) suggested program standards and their performance indicators. Program standards are defined as quality criteria used to make judgments about a program. They are used by evaluators to conduct an audit of a guidance and counseling program to verify that it is in place and functioning as it should. Performance indicators further define the standard and provide an accountability measure. The standards are based on the essential components of a comprehensive program that make up the structure, a delivery system of guidance activities and services to students, parents, teachers, administrators, and the services, and the required resources in the community. The third section defines the content for comprehensive guidance and counseling programs defined in terms of student competencies. Samples of competencies developed by various organizations and states are included in the appendices.

Harry N. Drier
Executive Director

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Guidance and Counseling Programs' Connection to School and Student Accountability and Success

The connection between comprehensive school guidance and counseling programs and school academic accountability begins with the establishment of academic standards for students. Academic standards articulate a common core of knowledge and skills that every student should possess. They define what each student should know and do in a core set of subjects. They provide a solid foundation for future learning and give students, teachers, and parents consistent targets to meet.

Standards form the heart of school improvement. There are two kinds of academic standards:

- Content standards that define what students should know and be able to do; and
- Performance standards that describe (a) what kind of work students have to do to meet the content standards; and (b) how well they do it.

Standards are only meaningful if one can answer the question "How good is good enough?"

In addition to the rationale for standards described above, academic standards set high expectations that drive curriculum and, when fully aligned with the assessment and accountability system, give schools the information they need to re-evaluate and strengthen their programs.

In 1998, the UCLA Center for Mental Health in Schools published a report to encourage school boards to increase their focus on addressing barriers to learning in our nation's schools.

Most districts handle barriers to student learning in a piecemeal and fragmented manner and do not focus on what the UCLA Center termed the Enabling Components as an important partner with the Instruction and Management components of the school environment.

> We are now coming to the realization that we must define what a good, meaningful education is–and that definition is standards. Then we can use the resources we have to reach those standards. That makes good sense, and it's a practical approach. Without knowing where you are going, you certainly cannot get there.
>
> Richard Riley
> U.S. Secretary of Education

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Harold Hodghinson, director of the Center for Demographic Policy, estimates that 40% of young people are in very bad educational shape and at risk for failing to fulfill their promise. The percentage is higher in urban areas. Until the barriers hindering the performance and learning of these students is assimilated into the overall efforts of the schools and school districts little change will take place.

The UCLA report states that while emphasis on higher expectations, assessment, waivers, accountability, and no excuses is important, such demands are not enough to turn around schools where large numbers of students are performing poorly. In such settings, there is also a need for comprehensive, multifaceted approaches for addressing barriers to learning and teaching.

Comprehensive guidance and counseling programs must become a contributing part of this enabling component in the schools. In collaboration with school, school district and community agencies they must be part of the solution for ameliorating behavioral, emotional, and learning problems for all students.

For guidance and counseling programs to be relevant and responsible for learning and accountability in the school district, they must first identify the results to be achieved by students and establish standards for the student competencies that will be contributing factors to the overall learning standards adopted by the school district.

For guidance and counseling programs to be relevant and responsible for learning and accountability in the school district, they must first identify the results to be achieved by students and establish standards for the student competencies that will be contributing factors to the overall learning standards adopted by the school district.

A comprehensive guidance and counseling program sets student standards for competencies to be achieved, contains a body of content and uses varying strategies to deliver this content to all students. The guidance and counseling program is evaluated and held accountable for its results, as well as for whether certain functions or activities are in place. Also, in collaboration with other programs, the guidance and counseling program is accountable for district goals and missions that ensure student learning. Along with these other programs it must be seen not only as an accountability system, but also as a circle of support for students and learning.

The goal or outcome of all guidance and counseling programs is learning. All program content–all intervention strategies–must focus on learning. In this respect, a guidance and counseling program is similar to all other school programs. The relevance of the guidance and counseling program to the school district goals and mission lies in its primary goal–learning. Guidance and counseling programs must address whatever interferes with a child's ability to learn, to succeed, and to participate in the learning process. Although the content of guidance and counseling programs addresses such results as social and personal adjustment, educational and career planning, human growth and development, self-esteem, parenting skills, and emotional

health, it is how these results enhance learning that justifies the existence of the program. Academic excellence requires personal excellence and the ability of an individual to utilize the educational opportunities available. The content of the guidance and counseling program and the varying strategies used to implement that content are the means to this end.

The content of guidance and counseling programs addresses student needs. These needs are expressed as the gap, or the difference, between the expected progress and the actual progress in the student's personal, social, academic, and career development. Competency in these developmental areas facilitates learning and achievement. For growth and development, it is critical for students to acquire at an early age, a solid based of motivation, aspirations, positive attitudes, self-acceptance, and knowledge of alternatives. And it is critical for students to continue to build on these throughout life.

Competencies such as study skills, test-taking skills, resource utilization, problem-solving skills, interpersonal and social skills, educational and career-planning skills, self-esteem, self-knowledge, occupational knowledge, employability skills, decision-making skills, conflict resolution, listening skills, and knowledge of learning styles form a core content of guidance and counseling programs.

Such competencies serve as intermediate outcomes in their own right. Yet they, in turn, also allow students to more fully and effectively participate in and use the learning opportunities available in school and in the community. They, in essence, facilitate the long-term outcome of all programs–learning, achievement, and attainment of the school district's goals and mission.

The content and strategies of the guidance and counseling program will vary with student needs, but its primary goal–student learning–never changes.

The content and strategies of the guidance and counseling program will vary with student needs, but its primary goal–student learning–never changes. The program content however, should not be viewed as a prescription of the counselor's role, but rather as a description of a plan to collaborate with other school programs in enhancing student achievement. The programs must identify ways that counselors can share responsibility for and establish an ownership of the district goals and mission.

First and foremost, the comprehensive guidance and counseling program and school counselors must reaffirm their commitment to and involvement with learning. Although counselors are not directly responsible for what teachers teach, they contribute to, with other staff and parents, how students learn–and consequently, for what students learn. The program, in collaboration with teachers, parents, and the community must become an integral part of managing learning, recognizing that the primary cause of learning is the student, not the staff.

It is this focus on student standards, the collaboration with other programs and the exercise of leadership and management skills that can provide the greatest contribution to achieving the school district's goals and missions. Assuming more accountability, meeting students' learning needs, learning continually, and transforming programs and the community to be receptive to learning–all have a place in comprehensive guidance and counseling programs.

All programs seek success, achievement and learning for all students. Every guidance and counseling program can seek and plan for nothing less.

Standards for Guidance and Counseling Programs

The program standards are rooted in the assumption that thoughtful design and implementation of guidance and counseling programs at the local level is necessary to provide comprehensive and coordinated experiences for all students across all grade levels. These standards are criteria for the quality of and conditions for comprehensive guidance and counseling programs. They focus on issues at the school and district levels that relate to the design and delivery of the program. Each district must translate these standards into a format and system that is consistent with their local policy and practices.

Benefits to School Districts

Program standards for guidance and counseling benefit school districts by assisting them in:

1. providing a framework for guidance and counseling program management.

   This framework outlines a state's vision and expectations for a quality program. Indicators for each standard are described in a nonprescriptive way so that each school district has the flexibility and responsibility to define for itself what constitutes a quality program.

2. implementing the guidance and counseling program.

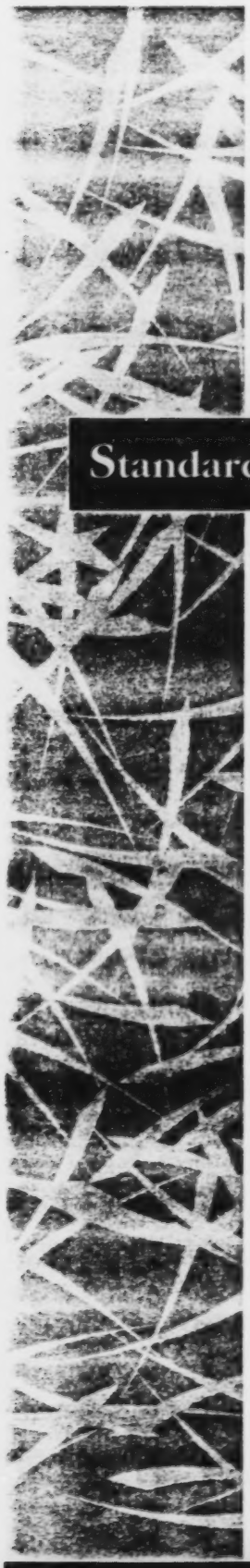
   The framework also provides standards for delivery or implementation of the program. These guidelines provide the structure for delivering services to all K-12 students through a variety of activities and settings.

3. building partnerships.

   A standards based system will assist with building relationships between educators, parents, business/industry, and community organizations and agencies. These partnerships will promote greater communication among all those concerned with the growth, development, and well-being of students.

4. demonstrating performance.

   A standards based program will help educators demonstrate to parents and the community the value and impact of guidance and counseling programs. Counselors will be able to show that their work contributes to student achievement and success.



Program Standards Overview

The first standard that follows describes the content of the guidance program. This standard is followed by nine standards representing needed structural elements for a guidance and counseling program. Then four standards are described that highlight guidance and counseling program delivery components. This is followed by three standards that present program evaluation. In all there are seventeen standards included in *A National Framework for State Programs of Guidance and Counseling.*

Program Content Standard

Standard One: Program Content

The comprehensive guidance and counseling program is based upon specific student growth and development content.

Program Content

The content of a comprehensive guidance and counseling program is based on student competencies and is organized by domains such as academic achievement, personal-social development, and career development. The competencies within each domain are organized by grade levels or grade level groupings. Priorities for addressing the competencies are set by the guidance team and are based on student needs assessment. A variety of strategies, activities, delivery methods, and resources are used to promote student mastery of these competencies to ensure student success.

Indicators:

- The program content is organized by specific domains of learning.
- The program content is structured and articulated by grade level through a developmental scope and sequence.
- The content is delivered in stand alone and/or infused units in various subject matter areas.
- Student performance is based upon demonstrated competency attainment.

Program Structure Standards

Standard Two: Mission Statement

A mission statement for the district's guidance and counseling program has been developed.

Mission Statement
The program mission is a clear statement of the purpose of the guidance and counseling program and how it relates to the overall mission of the school district. It identifies the centrality of guidance and counseling in education as an integral program. It describes student outcomes as a result of participation in the program. Also it describes a program that is developmental, as well as remedial in design, and includes sequentially organized activities and procedures. This program is implemented by professional school counselors working closely and collaboratively with parents, teachers, students, administrators, and employers.

Indicators:

- The statement describes the guidance and counseling program as integral to the total educational system.
- The statement describes the program as developmental as well as remedial.
- The statement is supportive of the district's mission.

Standard Three: Rationale/Philosophy

A rationale/philosophy for the district's guidance and counseling program has been developed.

Rationale/Philosophy
The rationale/philosophy describes the importance of guidance and counseling as an equal and responsible partner in fostering student academic, career, and personal/social development. It also provides reasons why students need the guidance competencies they will master as a result of their involvement in a comprehensive guidance and counseling program. In addition, it provides a foundation/belief system for the program.

Indicators:

- The statement establishes the need for the district's program.

- The statement connects the program to the educational goals of the district.

- The statement provides the rationale for structuring guidance and counseling as a program delivered to all students in contrast to an array of ancillary services available to students.

Standard Four: Assumptions

Assumptions concerning the nature and structure of the district's guidance and counseling program and the work of program staff have been identified.

Assumptions

Assumptions are the principles that shape and guide the program. They include statements regarding the essence of the contribution the program makes to student success and the competencies professional school counselors must have to carry out their responsibilities. Assumptions identify and briefly describe the premises on which a guidance and counseling program rests. They give the program its shape and direction, its nature and structure.

Indicators:

- Assumptions state the premises on which the program rests.

- Assumptions identify the principles under which the program staff work.

Standard Five: Advisory Committee

An advisory committee for the guidance and counseling program has been established and is active.

Advisory Committee

The advisory committee acts as a liaison between the school and community. It is recommended that the advisory committee be comprised of school staff, parents, Board of Education members, and business and community leaders. A primary duty of the committee is to advise those involved in the program concerning the establishment of program goals, to review present activities, and to encourage improvement and implementation of new activities. Representation and involvement of the advisory committee will vary according to program needs and issues. Committee members can be particularly helpful in developing and implementing the public relations plan for the program.

Indicators:

- The committee functions with a written plan of operation.
- The committee provides guidance and counseling in program design.
- The committee has appropriate representation of the following: gender, business/industry, parents/guardians, students, minorities, teachers, school administrators, and community organizations and agencies.

Standard Six: Financial Resources

Adequate financial resources are provided for the guidance and counseling program to fully ensure implementation.

Financial Resources
Adequate financial resources are crucial to the success of a comprehensive guidance and counseling program. The local program budget should provide for all resources needed to carry out the program. It could include funds from the district, community, and other external sources.

Indicators:

- Financial resources for the program are provided.
- Funds are identified from internal and external sources.
- Program staff annually develop a budget to ensure full program implementation.

Standard Seven: Facilities/Resources/Equipment

Guidance and counseling program facilities, resources, and equipment appropriate to carrying out the full intent of the district's program are provided.

Facilities/Resources/Equipment
It is recommended that space be established for guidance and counseling facilities in each school. This space should be large enough to adequately house personnel, resources, and equipment. This area must be accessible to all students. Minimum requirements for this space are: a properly equipped, private office for each counselor; a well organized and displayed collection of guidance materials; technological resources available for use by program staff

and students; space for individual, small, and large group use; and adequate and secure storage space.

Indicators:

- Appropriate space is provided in each building to meet program needs.
- The guidance facility includes the equipment necessary for word processing, data management, internet access, and information/data transmission necessary for program operation.
- Facilities and equipment required for student, parent, and staff use of education and career information is available including print media, a computer assisted delivery system, and internet resources.

Standard Eight: Professional Staff

Properly credentialed staff for the guidance and counseling program is in place.

Professional Staff

Professional school counselors are the providers and managers of guidance and counseling programs. Job descriptions for each position should be in place and utilized by the administration. In addition, the involvement, cooperation, and support of teachers, administrators, parents, students, as well as representatives from community organizations, and business/industry are necessary for a successful program. Both district and building level leadership is crucial as well, as is the maintenance of appropriate student/counselor ratios.

Indicators

- The district's guidance and counseling program is directed by a fully credentialed school counselor.
- All school counselors are certified by the state.
- Job descriptions for school counselors are derived directly from the school district's guidance and counseling program.
- The ratio of students to school counselors meets state or professional association standards.
- The program requires that school counselors virtually eliminate all non-guidance and quasi-administrative duties.

- The program requires that a targeted amount of counselor time (usually 70-80%) to be devoted to direct services to students.

- The program has established target time allocations to individual planning, the guidance curriculum, responsive services, and system support.

Standard Nine: Political and Legal Resources

The written district-wide guidance and counseling program and a policy statement for guidance have been adopted by the Board of Education.

Political and Legal Resources

The political resources of a comprehensive guidance and counseling program include district policy statements, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association position statements and standards. A clear and concise Board of Education policy for guidance is mandatory for the successful operation of the program in the school district. A policy represents a statement of support and provides a course of action, or a set of guiding principles designed to influence and determine decisions concerning the program.

Indicators:

- The program has been adopted as an official program of the school district.

- A policy statement for guidance has been developed and is included in the district's policy book.

- The policy statement reflects the nature, content, and structure of the program.

Standard Ten: Student Assessment

The guidance and counseling program provides for academic, career, and personal-social assessments.

Student Assessment

A comprehensive guidance and counseling program is based upon theories of human growth and development and the particular needs and special characteristics of students. Data and information obtained from a variety of assessments assist students and their parents to identify students' interests, strengths, and abilities. This information is used with students individually and collectively in life career planning and academic improvement. An effective student assessment process will enable the professional guidance staff to identify trends and issues within the local school which will, in turn, have implications for program direction/redirection and will assure that the needs of all students are being met.

Indicators:

- Student assessment data are used for like career planning by counselors, teachers, and parents.
- Interest and aptitude assessments are used at appropriate grade levels.
- Professional personnel review implications and issues embodied in assessment data.
- Student assessment data is used for student academic improvement and to improve curriculum and instruction.

Standard Eleven: Curriculum

A guidance and counseling program curriculum that specifies what competencies all students should master has been developed and is being implemented.

Curriculum

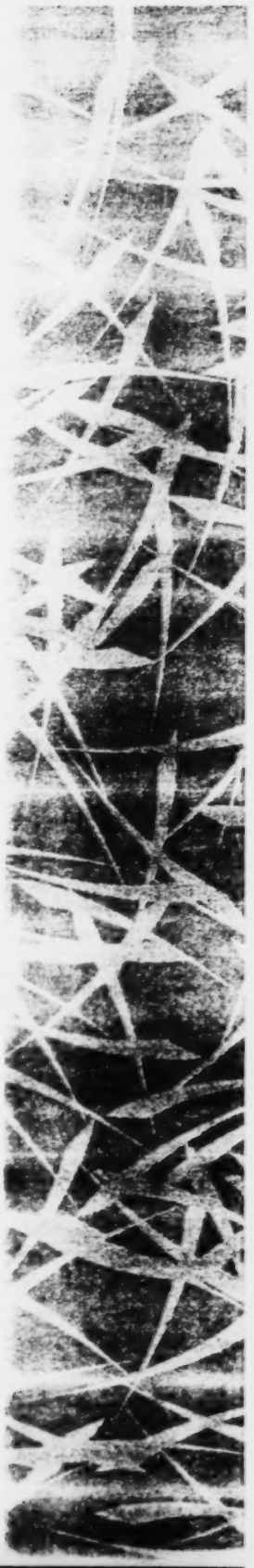
The curriculum provides the content, scope and sequence, and instruction of the guidance and counseling program to all students. It typically consists of competencies for students (organized by domains or areas and specified by grade levels) with structured strategies, activities, or units presented systematically through classrooms, large groups, or school-wide events. The purpose of

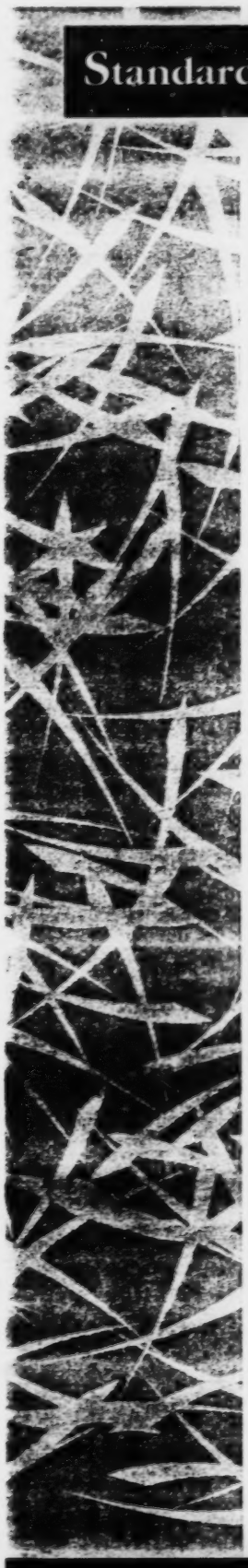
the guidance curriculum is to provide students with knowledge of normal growth and development, assist them in acquiring and using life skills, and assist them in making future education and career plans to achieve district standards.

The guidance and counseling curriculum is not limited to being taught in one or two subjects, but is included in as many subjects as possible. School counselors teach, team with teachers, or support teachers in delivering program curriculum through activities or units. The support of the entire faculty is necessary for its successful implementation. Also critical is that parents be invited to review, provide input and be encouraged to reinforce learnings from the curriculum at home. Employers and community representatives should play a role in this process by collaborating with counselors and teachers in curriculum delivery.

Indicators:

- The curriculum was developed based on current student needs.
- Activities are delivered to all students through classrooms, large and small groups, and school and community events.
- School counselors, teachers, parents, and employers work collaboratively when appropriate in delivering the program curriculum.
- Guidance and counseling curriculum activities support student individual planning emphasizing the development and use of career decision-making, goal-setting, and planning skills.
- Curriculum articulation exists between grade levels and school buildings.





Standard Twelve: Individual Planning

All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans.

Individual Planning

The purpose of individual planning is to assist students to plan for, monitor, and manage their personal-social, educational, and career development. The focus of these activities is on students developing life career plans including their skills, aptitudes, and abilities. School counselors and others with guidance and counseling responsibilities serve students and parents as facilitators of students' development.

The foundation for life career plans is established during the elementary school years. Self-concept development, the acquisition of learning skills, interpersonal relationship skills development, decision-making, skill building, and awareness and beginning exploration of educational and career possibilities are examples of topics that are learned. These same topics are reinforced through guidance and counseling curriculum activities during middle and high school. New information and experiences enables students to develop and manage their life career plans.

During the middle school years, students' plans focus on high school course selection, taking into account graduation and postsecondary requirements. Guidance curriculum activities continue to support and guide the planning process.

During the high school years, plans developed in middle school are reviewed and updated annually in accordance with students' personal, educational, and career goals. Individual planning provides time for work with students and their parents/guardians. Guidance curriculum activities continue to support student planning by giving emphasis to the development and use of career decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and occupational preparation skills are stressed.

Indicators:

- Individual planning with the necessary forms and procedures is in place for all students and their parents/guardians.
- Individual planning includes assessment, advisement, and placement activities to meet students' developmental needs.

- Activities are provided through individual and group sessions designed to assist in making education and employment transitions.

- Individual plans are reviewed and updated annually.

Standard Thirteen: Responsive Service

All students and their parents/guardians have access to responsive services, including consultation individual and small group counseling, and referral to assist them with problems or concerns related to their personal, social, and career development.

Responsive Services

A comprehensive guidance and counseling program includes responsive services such as counseling, consultation, and referral that are available to all students and their parents. These services are designed to assist students with concerns or problems related to academic, career, and personal/social development. Although counselors have special training and possess skills to respond to immediate needs and concerns, the cooperation and support of the professional staff is necessary for these services to be successful. Parental involvement with and participation in these activities is critical. This may include referring their children for assistance, working with school counselors and other school staff to identify issues of concern, giving permission for needed special services, and providing help in resolving issues. Responsive services may include consultation with parents, teachers, other professional staff, personnel in community agencies and business/industry; individual and small group counseling to assist students with identifying problems and their causes, alternatives and possible consequences, and to take appropriate action; and referral to professional resources in the school and community.

Indicators

- Individual and small group counseling is available to all students.

- Consultation occurs with teachers, administrators, and parents/guardians regarding individual students' academic progress, personal-social, and career concerns and issues.

- Referral to school (school counselors, school psychologists, social workers, etc.) and community professionals is provided.

Standard Fourteen: Management and Support

Management and support strategies are in place for maintaining and enhancing the district's comprehensive guidance and counseling program.

Management and Support

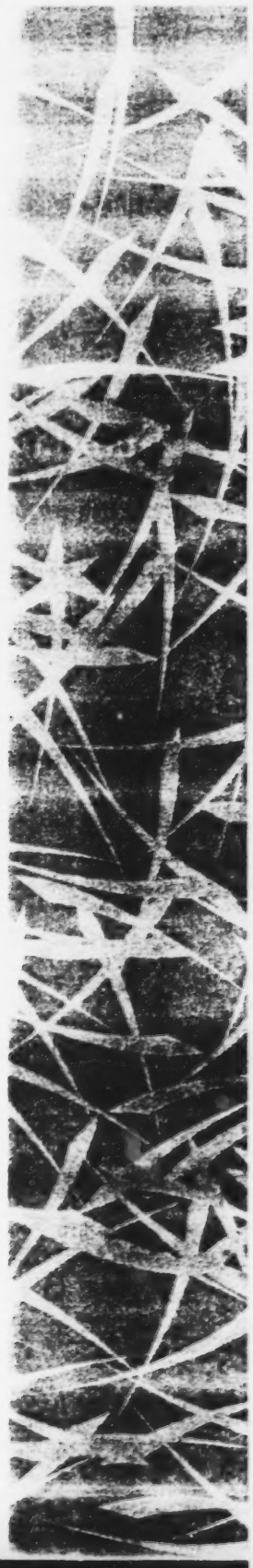
A comprehensive guidance and counseling program requires an ongoing support system to maintain and enhance the total program. This component includes strategies that support the goals of the school system as well as the guidance program in the following areas:

Indicators:

- Research and development is provided so that development and updating of guidance learning activities, data analysis, and follow-up studies are conducted.
- The program has sufficient political and legal resources that adheres to policies, procedures, association standards, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association standards in the development and implementation of its guidance and counseling program.
- Counselors and other guidance staff are continuously updating their knowledge and skills in accordance with their professional development plan.
- The guidance program involves the implementation of a marketing/public relations plan for the program. Newsletters, working with local media, and school and community presentations are examples of activities.
- Counselors need to serve on departmental curriculum committees and community committees or advisory boards is an important component in forming networks and building program support.
- Community outreach activities are included designed to help professional guidance staff become knowledgeable about community resources, employment opportunities, and the local labor market. This may include visiting local businesses/industries and social service agencies on a periodic basis.

- Guidance program management includes the planning and manage-ment tasks needed to implement and support program activities such as preparing budgets, facilities design, and staffing.

- Counselors participate in a fair-share way with the routine "running of the school." This means all members of the school staff take equal turns doing to assure the smooth operation of the school.



Program Evaluation Standards

The evaluation of guidance and counseling program focuses on three areas: personnel, program, and results. Are the school counselors and other personnel with guidance responsibilities being supervised and evaluated based on job descriptions derived directly from the district's guidance and counseling program? Is there a written guidance and counseling program and is the written guidance and counseling program the implemented program? Are the results of the program being assessed and is this data used to enhance the district's program?

Standard Fifteen: Personnel Evaluation

The district utilizes a personnel performance based supervision evaluation system for school counselors and other professional guidance and counseling program staff.

Personnel Evaluation

The purpose of evaluating school counselors' performance, as well as other guidance personnel is to improve program delivery and impact. It also provides for communication among school counselors, guidance program staff leaders, and school administrators concerning roles and responsibilities. The guidance program is the key element in designing evaluation tools and expectations for counselor performance. Job descriptions provide the basis for individual performance based evaluation by the administration.

Indicators

- School counselors' job descriptions are derived directly from the tasks required to operate the district's guidance and counseling program.
- School counselors are supervised and evaluated on the basis of their job descriptions.

Standard Sixteen: Program Evaluation

The district-wide guidance and counseling program is assessed periodically using program standards.

Program Evaluation

Program evaluation asks two questions: Does the school district have a written comprehensive guidance and counseling program? Is the program being fully implemented? Answers to these questions are provided through a process called program evaluation, the goal of which is to examine the written program carefully and to verify through documentation that it is the implemented program. Whether or not a written guidance program exists in the district and whether or not any discrepancies exist become clear as the evaluation process unfolds. Standards and indicators are used to conduct program evaluation.

Indicators:

- The program has established and utilizes a formal program review process.
- The review process is based on program standards and indicators.

Standard Seventeen: Results Evaluation

The district has established and utilizes a results evaluation plan for the guidance and counseling program.

Results Evaluation

Results evaluation focuses on the program goals and their impact on students. Program results may be obtained through student assessment, data collection, and follow-up studies, as well as interviews with students, parents, school personnel, and the community.

Indicators:

- Procedures, forms, and instruments are utilized to assess the results of the district's guidance and counseling program.
- Results evaluation data are used as a part of the program review/ improvement process.

Program Content Definition and Description

A comprehensive guidance and counseling program is built and delivered around a body of knowledge (content) anchored in human growth and development theory. It's this content that provides the basic focus for delivery and student performance standards or competencies. It's then at this point, that program staff can be specific about the instructional scope and sequence of learning and realize what performance (knowledge, aptitudes, or skills) should be expected at various points in time.

While there are a variety of models for defining and sequencing the guidance program content, the following is one that reflects best practices in the states.

A first level of content definition that encompasses all that a guidance program represents is a clustering of key content. The following is one recommended structure.

I. Knowledge of Self and Others

This then could be organized more specifically through a further content breakdown as follows:

- understanding uniqueness
- understanding benefit of interpersonal harmony
- accepting self
- decision-making
- getting along with others
- understanding the effects of substance abuse
- positive family relationships

II. Career Planning and Exploration

- expanding career options
- understanding issues related to sex equity and career options
- understanding how to use leisure time

III. Educational and Career Development

- understanding how good study habits/skill will improve performance
- understanding skills related to problem-solving
- understanding education requirements
- understanding requirements related to various career choices and opportunities

A second level of program content definition is to take the above clusters and developmentally sequence them across grade levels, the degree in which student competency (performance) is expected. Then developmentally scope and sequence student performance standards that are used to develop, update, or change the guidance program, activities to be delivered by guidance professionals, teachers, and others involved in the program. Additionally, content and learning expectations then can be incrementally measured to determine student performance.

These content clusters and related competencies are further organized around concepts demonstrated by the following examples.

- self concept
- decision-making
- stress and conflict management
- college choice
- employability skills
- work skills
- personal health and safety
- creative thinking
- time management
- substance abuse awareness
- acquisition of resources
- use of planning information
- career awareness
- communication skills
- jobseeking/retention skills
- test taking skills
- confidence and respect
- world of work
- personal finance management
- understanding interest and abilities
- educational transition
- career pathway choice
- life style aspirations and conditions
- job career requirements
- goal setting
- self expression
- physical and learning strengths and barriers

It is at this level of program content definition that specific direction for what students should experience, when and at what level of performance expectation the program has to be used in conducting its results evaluation.

Appendix I: National Consortium Framework Standards and Definitions

Standard One: Program Content
The comprehensive guidance and counseling program is based upon specific student growth and development content.

Standard Two: Mission Statement
A mission statement for the district's guidance and counseling program has been developed.

Standard Three: Rationale/Philosophy
A rationale/philosophy for the district's guidance and counseling program has been developed.

Standard Four: Assumptions
Assumptions concerning the nature and structure of the district's guidance and counseling program and the work of program staff have been identified.

Standard Five: Advisory Committee
An advisory committee for the guidance and counseling program has been established and is active.

Standard Six: Financial Resources
Adequate financial resources are provided for the guidance and counseling program to ensure implementation.

Standard Seven: Facilities/Resources/Equipment Guidance and counseling program facilities, resources, and equipment appropriate to carrying out the full intent of the district's program are provided.

Standard Eight: Professional Staff
Properly credentialed staff for the guidance and counseling program is in place.

Standard Nine: Political and Legal Resources
The written district-wide guidance and counseling program and a policy statement for guidance have been adopted by the Board of Education.

Standard Ten: Student Assessment
The guidance and counseling program provides for academic, career, and personal-social assessments.

Standard Eleven: Curriculum
A guidance and counseling program curriculum that specifies what competencies all students should master has been developed and implemented.

Standard Twelve: Individual Planning
All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans.

Standard Thirteen: Responsive Services
All students and their parents/guardians have access to responsive services, including consultation and referral to assist them with problems or concerns related to personal, social, and career development.

Standard Fourteen: Management and Support Management and support strategies are in place for maintaining and enhancing the district's comprehensive guidance and counseling program.

Standard Fifteen: Personnel Evaluation
The district utilizes and personnel performance based evaluation system for professional program staff.

Standard Sixteen: Program Evaluation
The district-wide guidance and counseling program is assessed periodically using program standards.

Standard Seventeen: Results Evaluation
The district has established and utilizes a results evaluation plan for the guidance and counseling program.

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Appendix II: Organizing the Content for Comprehensive Guidance Programs

A Comparison of the National Occupational Information Coordinating Committee (NOICC) Guidelines, Missouri Comprehensive Guidance Model-Areas, Categories and Competencies and American School Counselor Association (ASCA) Standards

What are the similarities and the differences in the three way of organizing the content for comprehensive guidance? This is the question that is often asked and many times the answer leads to confusion among various audiences. This has been especially true when school counselors and other professional educators review various guidance program materials that have been developed in states and local school districts across the nation.

The crosswalk that follows will serve to illustrate that while there are many different approaches in defining the content for a comprehensive guidance and counseling program, there are also commonalties within the various programs. For purposes of this crosswalk, the primary focus will be on a comparison of the National Career Development Guidelines (NOICC), the Missouri Comprehensive Guidance Program and the National Standards for School Counseling Programs (ASCA). This will then show comparisons between the work of a Federal Agency/Organization, a State Department of Education and a National Professional Association

The three illustrations used in the following crosswalk are basically designed around three major content areas. While the terminology is somewhat different, the focus is primarily the same. Figure 1 that follows will illustrate the basic content areas around which each of the three examples have been organized and developed:

Figure 1. Major Organizational Areas

NOICC	MISSOURI	ASCA
Self Knowledge	**Knowledge of Self and Others**	**Personal/Social Development**
Career Planning	**Career Planning and Exploration**	**Career Development**
Educational and Occupational Exploration	**Educational and Vocational Development**	**Academic Development**

Following each of the major organizational areas, there are competencies, standards or categories that further organize the three listings or illustrations. NOICC uses "Competencies" as the next step in organizational structure, Missouri uses "Categories" and ASCA uses "Standards. This is further illustrated in figure 2-Second Level Organization.

Figure 2. Second Level Organizational Categories

NOICC	MISSOURI	ASCA
Competencies	**Categories**	**Standards**

Following the second level of organization, each of the three programs then moves to a third level of organizational structure. It is in the third level of the organization framework that each of the listings/illustrations defines the expected student outcomes or competencies to be attained as youth move through the various stages of educational/career development. Readers reviewing information contained in this crosswalk should be aware of the differing use of terminology within each of the three examples. This is especially true when one considers the language found in the second and third level organizations.

Figure 3. Third Level Organizational Categories

NOICC	MISSOURI	ASCA
Indicators	**Competencies**	**Competencies**

Generally speaking then, each of the ways of organizing the content for guidance, NOICC, Missouri and ASCA, have three levels of organization as referred to in Figures 1-2-3 above.

All comprehensive guidance and counseling programs, at both the state and local level, should contain a description of what is expected of students as a result of effective comprehensive guidance program development, implementation and evaluation. The identification of expected student outcomes/competencies then must be the focal point around which comprehensive guidance and counseling program activities are implemented.

The following crosswalk will illustrate what student outcomes/competencies are expected within each of the three illustrations. The primary purpose of this section is to show that there are many similarities in the various listings/illustrations that have been developed. While terminology and use of language is different, the end results are basically the same—what will students achieve as a result of their participation in an effective comprehensive guidance and counseling program? Regardless of the use of language and various types of terminology, the end result of any guidance program must be measured by the impact that it is having on the lives of students across the nation.

A COMPARISION OF THREE MAJOR PROGRAM EFFORTS

(The following comparisons are provided as examples only and are not intended to relect the entire content of three programs used for illustration. A complete illustration of the three programs can be found in the companion "users guide" for this document.)

MAJOR ORGANIZATIONAL AREA--Self Knowledge-Knowledge of Self and Others-Personal/Social Development

NOICC Self Knowledge--(Elementary)	MISSOURI Knowledge of Self and Others--(Elementary)	ASCA Personal/Social Development (not grade level specific)
Competency--Knowledge of the importance of a positive self-concept *Indicators:* Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.	**Category--Understanding and Accepting Myself** *Competencies:* I understand and can identify a wide variety of feelings (happy, sad, mad). I understand how to deal with feelings such as happiness, sadness, and anger. I know how to express those thoughts and feelings that are important to me. I know how to handle my problems or where to get help. I understand my strengths and talents I understand and like myself.	**Standard--Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.** *Competency: Acquire Self Knowledge* Students will: * develop a positive attitude toward self as a unique and worthy person. * identify personal values, attitudes and beliefs. * distinguish between appropriate and inappropriate behaviors. * identify and express feelings. *Competency: Acquire Interpersonal Skills* Students will: * recognize that everyone has rights and responsibilities, including family and friends. * respect alternative points of view. * recognize and respect differences in various family configurations. * know how to communicate effectively with family. * learn how to make and keep friends.
Competency--Skills to interact positively with others. *Indicators:* Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate effective skills in resolving conflicts with peers and adults. Demonstrate positive group membership skills. Demonstrate appropriate behaviors when peer pressures are contrary to one's own beliefs. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.	**Category--Understanding and Getting Along With Others** *Competencies:* I know how to make and keep friends. I understand that all people are not alike. I know how to get along with both boys and girls. I know how to ask parents, teachers and other adults for help. I understand people who are different from me. I understand my friends and classmates. I know how to be a good friend.	
Competency--Awareness of the importance of growth and change. *Indicators:* Identify personal feelings. Identify ways to express feelings. Identify and select appropriate behaviors to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others. Describe causes of stress.	**Category--Making Decisions** *Competencies:* I know what things are important to me. I know how to accept responsibility for my actions. I know how to make good decisions and act on them. I know how to look at my decisions and how to change poor ones. **Other related Categories:** **Learning about Family Responsibilities (Category P)** **Knowing How Alcohol and Other Drugs Affect My Friends and Me (Category K)**	

NOICC Self Knowledge (Middle/Junior High School)	MISSOURI Knowledge of Self and Others (Middle/Junior High School)	ASCA Personal/Social Development (continued-not grade level specific)
Competency--Knowledge of the influence of a positive self-concept *Indicators:* Describe personal likes and dislikes. Describe individual skills required to fulfill different life roles. Describe how one's behavior influences the feelings and actions of others. Identify environmental influences on attitudes, behaviors, and aptitudes.	**Category--Understanding and Accepting Self** *Competencies:* I understand what is important to me. I have confidence in myself. I can state my own ideas. I know how to handle my problems or where to get help. I know what to do when I feel down. I understand the physical, social and emotional changes of growing up. I accept and like myself, both physically and mentally.	**Standard--Students will make decisions, set goals, and take necessary action to achieve goals.** *Competency: Self Knowledge Application* Students will: * use a decision-making and problem solving model. * understand consequences of decisions and choices. * identify alternative solutions to a problem. * demonstrate when, where, and how to seek help for solving problems and making decisions. * know when peer pressure is influencing a decision. * identify long-and short-term goals. * identify alternative ways of achieving goals. * use persistence and perseverance in acquiring knowledge and skills. * develop an alternative plan to set and achieve goals.
Competency--Skills to interact positively with others. *Indicators:* Demonstrate respect for the feelings and beliefs of others. Demonstrate an appreciation for the similarities and differences among people. Demonstrate tolerance and flexibility in interpersonal and group situations. Demonstrate effective skills in responding to criticism. Demonstrate effective group membership skills. Demonstrate effective social skills. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.	**Category--Understanding and Getting Along With Others** *Competencies:* I understand my friends and classmates. I know effective ways of communicating feelings and thoughts. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Standard--Students will understand safety and survival skills.** *Competency: Acquire Personal Safety Skills* Students will: * demonstrate knowledge of personal information (e.g. telephone number, emergency contact, etc.). * learn about the relationships between rules, laws, safety, and the protection of an individual's rights. * learn the difference between appropriate and inappropriate physical contact. * differentiate between situations requiring peer support and situations requiring adult professional help. * apply effective problem-solving and decision-making skills to make safe and healthy choices. * identify resource people in the school and community and know how to seek their help. * learn about the emotional and physical dangers of substance use and abuse. * learn how to cope with peer pressure. * learn techniques for managing stress and conflict. * learn coping skills for managing life events.
Competency--Knowledge of the importance of growth and change. *Indicators:* Identify feelings associated with significant experiences. Identify internal and external sources of stress. Demonstrate changes that occur in the physical, psychological, social and emotional development of an individual. Describe physiological and psychological factors as they relate to career development. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.	**Category--Making Decisions** *Competencies:* I know how to identify the real problem when I'm worried or upset. I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions. I know how to evaluate my decisions and change poor ones. I know how to accept responsibility for my decisions. **Other related Categories:** **Learning About Family Responsibilities (Category P)** **Knowing How Alcohol and Other Drugs Affect My Friends and Me (Category K)** **Learning How To Use Leisure Time (Category N)**	

NOICC Self Knowledge--(High School)	MISSOURI Knowledge of Self and Others--(High School)	ASCA Personal/Social Development
Competency--Understand the influence of a positive self-concept. *Indicators:* Identify and appreciate personal interests, abilities, and skills Demonstrate the ability to use peer feedback. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. Demonstrate an understanding of environmental influences between personal behavior and self-concept.	**Category: Understanding and Accepting Self** *Competencies:* I understand what is important to me. I understand, accept, and like myself. I have confidence in myself. I am able to state my own ideas. I can handle personal difficulties. I can deal with life when I feel down. **Category A (related)** *Competencies:* I understand my interests and abilities, and how these can help me make a career choice. I know how the place where I live affects job opportunities.	**Standards and Competencies previously listed on the first two pages. Reader will need to refer to these pages for comparison. Note: ASCA standards and competencies are not grade level specific.**
Competency--Skills to interact positively with others. *Indicators:* Demonstrate effective interpersonal skills. Demonstrate interpersonal skills required for working with and for others. Describe appropriate employer and employee interactions in various situations. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.	**Category: Understand and Getting Along With Others** *Competencies:* I know good ways of communicating feelings. I can understand others. I can develop close and lasting friendships. I can accept others as well as be accepted by them. I respect other people whose views differ from mine. **Category--Preparation for Finding Jobs** *Competencies:* I know what employers expect of applicants and employees.	
Competency--Understand the impact of growth and development. *Indicators:* Describe how developmental changes affect physical and mental health. Describe the effect of emotional and physical health on career decisions. Describe healthy ways of dealing with stress. Demonstrate behaviors that maintain physical and mental health.	**Category--Making Decisions** *Competencies:* I can evaluate or judge decision I have already made. I can identify the real problem when I have difficulties. I can come up with many possible solutions to a problem. I know how to get along in a changing world. **Category--Understanding and Accepting Self** *Competencies:* I know how my feelings affect my behavior. I understand physical, social, and emotional changes of growing up.	

NOICC Career Planning-(Elementary)	MISSOURI Career Planning and Exploration-(Elementary)	ASCA Career Development-(not grade level specific)
Competency--Understanding how to make decisions. *Indicators:* Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision-making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.	**Category--Making Decisions (Knowledge of Self and Others)** *Competencies:* I know that I can make choices. I know what things are important to me. I know how to come up with many possible choices to settle a problem. I know how to accept responsibility for my choices. I know how to make good decisions and act on them. I know how to set goals and make plans. I know how to look at my decisions and how to change poor ones.	**Standard--Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** *Competency: Develop Career Awareness* Students will: * develop skills to locate, evaluate, and interpret career information. * learn about the variety of traditional and nontraditional occupations. * develop an awareness of personal abilities, skills, interests, and motivations. * learn how to interact and work cooperatively in teams. * learn how to make decisions. * learn how to set goals. * understand the importance of planning. * pursue and develop competency in areas of interest. * develop avocational interests. * learn to balance work and leisure time. *Competency: Develop Employment Readiness* Students will: * acquire employability skills such as working on a team, problem solving, and organizational skills. * apply job readiness skills to seek employment opportunities. * demonstrate knowledge about the changing workplace. * learn about the rights and responsibilities of employers and employees. * learn to respect individual uniqueness in the workplace. * learn how to write a resume. * develop a positive attitude toward work and learning. * understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. * utilize time and task management skills.
Competency--Awareness of the interrelationship of life roles. *Indicators:* Describe the various roles an individual may have (e.g., friend, student, worker, family member). Describe work related activities in the home, community and school. Describe how family members depend on one another, work together and share responsibilities. Describe how work roles complement family roles.	**Category--Learning About Family Responsibilities (Knowledge of Self and Others)** *Competencies:* I know how to get along with my parents, stepparents, or guardians. I know how to get along with my brother, sister, step-brother or step-sister. I know some things that cause problems in families (moving, death, divorce or unemployment). I know how to help with family responsibilities.	
Competency--Awareness of different occupations and changing male/female roles. *Indicators:* Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals both inside and outside the home are important.	**Category--Understanding How Being Male or Female Relates to School and Work** *Competencies:* I know how to work and play with both boys and girls. I know that boys and girls can do any classroom job. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the other sex. I know that I may choose any job that I like and I can do well.	
Competency--Awareness of the career planning process. *Indicators:* Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary level.	**Category--Exploring Careers** *Competences:* I know about different jobs in my community. I know the importance of good work habits for school and future jobs. I know some reasons why people work. I know some things I like and can do well. **Category--Learning How To Use Leisure Time** *Competences:* I know about different hobbies, sports and activities that I can do during my spare time. I know what I like to do.	

NOICC Career Planning-(Middle/Junior High School)	MISSOURI Career Planning and Exploration (Middle/Junior High School)	ASCA Career Development (not grade level specific)
Competency--Skills to make decisions *Indicators:* Describe personal beliefs and attitudes. Describe how career development is a continuous process with series of choices. Identify possible outcomes of decisions. Describe school courses related to personal, educational and occupational interests. Describe how the expectations of others affect career planning. Identify ways in which decisions about education and work relate to other major life decisions. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals. Identify the requirements for secondary and postsecondary programs.	**Category--Making Decisions** *Competencies:* I know how to make good decisions. I know how to evaluate my decision and change poor ones. I know how to accept responsibility for my decisions. **Category--Planning for School and Beyond (Educational and Vocational Development)** *Competencies:* I understand high school credits and graduation requirements. I know how to select high school courses that help meet my needs, interest, and career goals. I know the classes offered by my area vocational school. I know how to select middle school extracurricular activities that will meet my interest and future goals. **Category--Learning From Friends and Others (Educational and Vocational Development)** *Competencies:* I understand the challenges students have in high school. I know what will be expected of me in high school. I know where to go for help with a problem concerning high school.	**Standard--Students will employ strategies to achieve future career success and satisfaction.** *Competency: Acquire Career Information* Students will: * apply decision-making skills to career planning, course selection and career transitions. * identify personal skills, interests, and abilities and relate them to current career choice. * demonstrate knowledge of the career planning process. * know the various ways which occupations can be classified. * use research and information resources to obtain career information. * learn to use the internet to access career planning information * describe traditional and nontraditional occupations and how these relate to career choice. * understand how changing economic and societal needs influence employment trends and future training.
Competency--Knowledge of the interrelationship of life roles. *Indicators:* Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent. Identify how work roles at home satisfy needs of the family. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles. Identify personal leisure choices in relation to lifestyle and the attainment of future goals. Describe the advantages and disadvantages of various life role options. Describe the interrelationships among family, work and leisure decisions.	**Category--Learning About Family Responsibilities (Knowledge of Self and Others)** *Competencies:* I know how to get along with my parents, stepparents or guardians. I know how to get along with my brother, sister, stepbrother or stepsister. I know how to help with family responsibilities. I know some things that cause problems in families (moving, death, divorce or unemployment). I know how to find help when my family has problems. **Category--Learning How to Use Leisure Time** *Competencies:* I know about different hobbies, sports and activities in which I could get involved. I know how to find out which leisure activities are best for me. I know about leisure activities I can do when I am older.	*Competency: Identify Career Goals* Students will: * demonstrate awareness of the education and training needed to achieve career goals. * assess and modify their educational plan to support career goals. * use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. * select coursework that is related to career interests. * maintain a career planning portfolio.

NOICC Career Planning-Middle/Junior High (cont.)	MISSOURI Career Planning & Exploration-Middle/Junior High (cont.)	ASCA Career Development (cont.)
Competency--Knowledge of different occupations and changing male/female roles *Indicators:* Describe advantages and problems of entering nontraditional occupations. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender. Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.	**Category--Understanding How Being Male or Female Relates to Classes and Jobs** *Competencies:* I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the other sex. I know how to handle adults disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex. I know that all classes and jobs are acceptable for females and males.	**Standard--Students will understand the relationship among personal qualities, education and training and the world of work.** *Competency: Acquire Knowledge to Achieve Career Goals* Students will: * understand the relationship between educational achievement and career success. * explain how work can help to achieve personal success and satisfaction. * identify personal preferences and interests that influence career choices and success. * understand that the changing workplace requires lifelong learning and acquiring new skills * describe the effect of work on lifestyles. * understand that work is an important and satisfying means of personal expression.
Competency--Understanding the process of career planning. *Indicators:* Demonstrate knowledge of exploratory processes and programs. Identify school courses that meet tentative career goals. Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level. Describe skills needed in a variety of occupations, including self-employment. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.	**Category--Exploring and Planning for Careers** *Competencies:* I know how to explore career in which I may be interested. I understand my interest and abilities and how they help me make a career choice. I understand how to prepare for career in which I may be interested. I understand the importance of making plans for the future (jobs, vocational-technical education, employment and training programs, college and military). **Category--Improving Study and Learning Skills (Educational and Vocational Development)** *Competencies:* I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignments well. I know how to do well on tests.	*Competency: Apply skills to Achieve Career Goals* Students will: * demonstrate how interest, abilities, and achievement relate to achieving personal, social, educational, and career goals * learn how to use conflict management skills with peers and adults * learn to work cooperatively with others as a team member * apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences.

NOICC Career Planning-(High School)	MISSOURI Career Planning and Exploration--(High School)	ASCA Career Development
Competency--Skills to make decisions *Indicators:* Demonstrate responsibility for making tentative educational and occupational choices. Identify alternatives in given decision-making situations. Describe skills/aptitudes needed to qualify for desired postsecondary education/training. Identify and complete required steps toward transition from high school to entry into postsecondary education/ training programs or work. Identify steps to apply for and secure financial assistance for postsecondary education and training.	**Category--Making Decisions About College** *Competencies:* I know about various colleges and what they offer. I know how to pick a college. I know how to choose a college that will help me prepare for a specific career. I know how to obtain scholarship and financial aid information. I know how to decide on a field of study. **Category--Making Decisions (Educational and Vocational Development)** *Competencies:* I know what my goals are and the value of these goals. I know how to get along in a changing world.	**Note: ASCA standards and competencies are not grade level specific. Standards and Competencies were previously listed in the elementary and middle/junior high school level. These will be found along with the information for NOICC and Missouri. Reader will need to refer to these pages for comparison.**
Competency--Understanding the interrelationship of life roles *Indicators:* Demonstrate knowledge of life stages. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). Describe the contribution of work to a balanced and productive life. Describe ways in which work, family, and leisure roles are interrelated. Describe different career patterns and their potential effect on family patterns and lifestyle. Describe the importance of leisure activities. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.	**Category--Learning About Consumer and Homemaking Skills (Educational/Vocational Development)** *Competencies:* I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about kinds of daily expenses that I will face in life. I know how to budget, spend and invest my money wisely. I understand credit purchases and installment buying. **Category--Learning About Marriage and Family Responsibility** *Competencies:* I know about the kinds of decisions and difficulties I will face as a parent. I know some things that make a marriage work. I know about things that often cause difficulty in a marriage. **Category--Learning How To Use Leisure Time Now and In The Future** *Competencies:* I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports.) I know which leisure and recreational activities best fit my interest and needs. I understand how a job affects leisure time. I know how friends can affect my leisure time.	

NOICC Career Planning--High School (cont.)	MISSOURI Career Planning & Exploration-High School (cont.)	ASCA Career Devleopment
Competency--Understanding the continuous changes in male/female roles. *Indicators:* Identify factors that have influenced the changing career patterns of women and men. Identify evidence of gender stereotyping and bias in educational programs and occupational settings. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping. Identify courses appropriate to tentative occupational choices. Describe the advantages and problems of nontraditional occupations.	**Category--Understanding How Being Male or Female Relates to Jobs and Careers** *Competencies:* I know about jobs that are usually filled by the other sex, but are available to both sexes. I can take courses appropriate to my career choice even through most often they are taken by the other sex. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course or job usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the other sex. I know how to get along with members of the opposite sex. I understand how being male or female affects my career choice.	**Standards and Competencies were previously listed in the elementary and middle/junior high school level. These will be found along with the information for NOICC and Missouri. Reader will need to refer to these pages for comparison.** **Note: ASCA standards and competencies are not grade level specific.**
Competency--Skills in career planning *Indicators:* Describe career plans that reflect the importance of lifelong learning. Demonstrate knowledge of postsecondary occupational and academic programs. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. Describe school and community resources to explore educational and occupational choices. Describe the costs and benefits of self-employment. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs. Demonstrate skills necessary to compare education and job opportunities. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.	**Category--Planning and Developing Careers** *Competencies:* I know how to develop a career plan. I know about possible careers and the world of work. I know how to explore careers in a specific area in which I am interested. I know how to prepare for careers in which I am interested. I have made plans beyond graduation (job opportunities, training programs, college, vocational-technical schools, financial aids, military, etc.). I understand my interest and abilities and how these can help me make a career choice. I know how the place where I live affects job opportunities. **Category--Finding Jobs (Educational and Vocational Devleopment** Competencies: I know what jobs are available locally. I know how to find part-time work and summer jobs. I know what jobs are available in my interest and ability areas, their locations, and requirements to obtain these jobs.	

NOICC Educational and Occupational Exploration (Elem.)	MISSOURI Educational and Vocational Development (Elem.)	ASCA Academic Development (not grade level specific)
Competency--Awareness of the benefits of educational achievement *Indicators:* Describe how academic skills can be used in the home, workplace, and community. Identify personal strengths and weaknesses in subject areas. Describe relationships among ability, effort and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.	**Category--Improving Study and Learning Skills** *Competencies:* I know how to get ready for class. I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I know how to start and finish my assignments well. I can take good notes. **Category--Making Decisions (Knowledge of Self and Others)** *Competencies:* I know how to set goals and make plans. I know what things are important to me.	**Standard: Students will acquire the attitudes, knowledge and skoll that contribute to effective learning in school and across the life span.** *Competency - Improve Academic Self-Concept* Students will: * articulate feelings of competence and confidence as learners. * display a positive interest in learning. * take pride in work and in achievement. * accept mistakes as essential to the learning process. * identify attitudes and behaviors which lead to successful learning. *Competency - Acquire Skills for Improving Learning* Students will: * apply time management and task management skills * demonstrate how effort and persistence positively effect learning. * use communication skills to know when and how to ask for help when needed. * apply knowledge of learning styles to positively influence school performance. *Competency - Achieve School Success* Students will: * take responsibility for their actions. * demonstrate thje ability towork independently as well as the ability to work cooperatively with other students. * develop a broad range of interests and abilities. * demonstrate dependability, productivity, and initiative. * share knowledge.
Competency--Awareness of the relationship between work and learning. *Indicators:* Identify different types of work, both paid and unpaid. Demonstate effective study and information-seeking habits. Demonstrate an undersanding of the importance of practice, effort, and learning. Describe how current learning realtes to work. Decribe how one's role as a student is like that of an adult worker.	**Category--Exploring Careers (Career Planning and Exploration)** *Competencies:* I know how to find out more about jobs and careers. I know the importance of good work habits. I know that people need to work together. I know some things I like and I can do well.	
Competency--Skills to understand and use career information *Indicators:* Describe work of family members, school personnel and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Decribe the relationship of beliefs, attitudes, interests and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g. inside/outside, hazardous). Describe way in which self-employment differs from working for others. Describe how parents, relatives, adults, friends and neighbors can provide career information.	**Category--Planning for School** *Competencies:* I know what is expected of me in the next grade. I know how to make choices at school that fit my interests and abilities. I know that classes (math, reading, science, etc.) are important in jobs and daily living. **Category--Exploring Career (Career Planning and Explortion** *Competencies:* I know about different jobs in my community. I know about the importance of good work habits for school and future jobs. I know how to find out more abouts jobs and careers.	

NOICC Educational & Occupation Exploration (Elementary continued)	MISSOURI Educational and Vocational Devleopment (Elementary - continued)	ASCA Academic Development - continued (not grade level specific)
Competency--Awareness of the importance of personal responsibility and good work habits *Indicators:* Describe the importance of personal qualities (e.g. dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g. race, age, gender, people with disabilities).	**Category--Understanding and Getting Along With Others (Knowledge of Self and Others)** *Competencies:* I understand people who are different from me. I understand my friends and classmates. **Category--Improving Study and Learning Skills** *Competencies:* I know how to organize my time. I know how to organize my class and homework materials. I know how to listen and ask questions in class.	**Standard--Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.** *Competency-Improve Learning* Students will: * demonstrate the motivation to achieve individual potential. * learn and apply critical thinking skills. * apply the study skills necessary for academic success at each level. * seek information and support from faculty, staff, family, and peers. * organize and apply academic information from a variety of sources. * use knowledge of learning styles to positively influence school performance. * become self-directed and independent learners. *Competency-Plan to Achieve Goals* Students will: * establish challenging academic goals in elementary, middle/junior high, and high school. * use assessment results in educational planning. * develop and implement an annual plan of study to maximize academic ability and achievement. * apply knowledge of aptitudes and interests to goal setting. * use problem-solving and decision-making skills to assess progress toward educational goals. * understand the relationship between classroom performance and success in school. * identify postsecondary options consistent with interests, achievement, aptitude, and abilities.
Competency--Awareness of how work relates to the needs and functions of society *Indicators:* Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.	**Category--Exploring Careers (Career Planning and Exploration** *Competencies:* I know the importance of good work habits for school and future jobs. I know some reasons why people work. I know about different jobs in my community. **Category--Learning From Friends and Other About School** *Competencies:* I know where to get help when I have a problem concerning my school. I understand the challenges I will have in middle/junior high school. I know what is expected of me in middle/junior high school.	

NOICC Educational and Occupational Exploration (Middle/Junior High School)	MISSOURI Educational and Vocational Development (Middle/Junior High School)	ASCA Academic Development - continued (not grade level specific)
Competency--Knowledge of the benefits of educational achievement to career opportunities *Indicators:* Describe the importance of academic and occupational skills in the work world. Identify how the skills taught in school subject, academic and contextual, are used in various occupations. Describe individual strengths and weaknesses in school subjects. Describe a plan of action for increasing basic educational skills. Describe the skills needed to adjust to changing occupational requirements. Describe how continued learning enhances the ability to achieve goals. Describe how skills relate to the selection of high school courses of study. Describe how aptitudes and abilities relate to broad occupational groups.	**Category--Planning for School and Beyond** *Competencies:* I understand high school credits and graduation requirements. I know how to select high school courses that help meet my needs, interests and career goals. I know how academic skills such as math, reading, and science relate to my career goals. I know how to select extracurricular activities that will meet my interest and future goals. I understand how completing high school will better prepare me for the job market. I understand how completing high school will better prepare me to continue my education (vocational education, college or military). I know the classes offered by my area vocational school.	**Standard - Students will understand the relationship of academics to the world of work, and to life at home and in the community.** *Competency - Relate School to Life Experience* Students will: * demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life. * seek cocurricular and community experiences to enhance the school experience. * understand the relationship between learning and work. * demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. * understand that school success is the preparation to make the transition from student to community member. * understand how school success and academic achievement enhance future career and avocational opportunity.
Competency--Understanding the relationship between work and learning *Indicators:* Demonstrate effective learning habits and skills. Demonstrate an understanding of the importance of personal skills and attitudes to job success. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.	**Category--Improving Study and Learning Skills** *Competencies:* I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my classroom and homework materials. I can take good notes. I know to start and finish my assignment well. I know how to do well on tests.	
Competency--Skills to locate, understand, and use career information. *Indicators:* Identify various ways that occupations can be classified. Identify a number of occupational groups for exploration. Demonstrate skills in using school, community, and technology resources to learn about occupational groups including self-employment. Identify skills that are transferable from one occupation to another. Identify sources of employment in the community.	**Category--Exploring and Planning For Careers (Career Planning and Exploration)** *Competencies:* I know how to explore careers in which I may be interested. I understand my interest and abilities and how they help me make a career choice. I understand how to prepare for careers in which I may be interested. I understand the importance of making plans for the future (jobs, vocational-technical education, employment and training programs, college, and military).	

NOICC Educational and Occupational Explortion -cont. (Middle/Junior High School)	MISSOURI Educational and Vocational Development-cont. (Middle/Junior High School)	ASCA Standards and Competencies were provided on the previous pages. Reader will need to refer to these pages for comparison of competencies and indicators. Note: ASCA standards are not grade level specific.
Competency--Knowledge of the skills necessary to seek and obtain jobs. *Indicators:* Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. Describe terms and concepts used in describing employment opportunities and conditions. Demonstrate skills to complete a job application. Demonstrate skills and attitudes essential for a job interview.	**Category--Preparation for Finding Jobs** *Competencies:* I know what employers expect of workers. I know job interview skills. I know how to apply for a job. I know how to look for a part-time or summer job. I know what jobs are available locally. **Category--Understanding and Getting Along With Others** *Competencies:* I know how to get along with both boys and girls. I know effective way of communicating feelings and thoughts.	
Competency--Understanding how work relates to the needs and functions of society. *Indicators:* Describe the importance of work to society. Describe the relationship between work and economic and societal needs. Describe the economic contributions workers make to society. Describe the effects that societal, economic, and technological change have on occupations.	**Category--Exploring and Planning for Careers (Career Planning and Exploration)** *Competencies:* I understand how to prepare for careers in which I may be interested. I understand my interest and abilities and how they help me make a career choice. **Category--Finding Jobs** *Competencies:* I know about benefits, working conditions, and opportunities for job advancement. I know what jobs are available locally. I know what jobs are available in my interest and ability areas, their locations, and requirements to obtain these jobs. **Note: These competencies are only broadly connected to those from NOICC. The Missouri Model does not contain specific competencies in this area.	

NOICC Educational and Occupational Exploration (High School)	MISSOURI Educational and Vocational Development (High School)	ASCA
Competency--Understanding the relationship between educational achievement and career planning. *Indicators:* Demonstrate how to apply academic and occupational skills to achieve personal goals. Describe the relationship of academic and occupational skills to personal interests. Describe how skills developed in academic and occupational programs relate to career goals. Describe how education relates to the selection of college majors. Demonstrate transferrable skills that can apply to a variety of occupations and changing occupational requirements.	**Category - Improving Basic Skills and Study/ Learning Skills** *Competencies:* I know how to improve my writing, reading, speaking, listening and math skills. I can complete the tasks and projects which I start. I know how to improve my test-taking skills. I know how to develop learning habits and skills that I can use throughout life. I know how to study and how to get the most out of my study time. I know how to take notes.	**Standards and Competencies were previously listed in the elementary and middle/junior high school level. These will be found along with the information for NOICC and Missouri. Reader will need to refer to these pages for comparison.**
Competency--Understanding the need for positive attitudes toward work and learning. *Indicators:* Identify the positive contributions worker make to society. Demonstrate knowledge of the social significance of various occupations. Demonstrate a positive attitude toward work. Demonstrate learning habits and skills that can be used in various educational situations. Demonstrate positive work attitudes and behaviors.	**Category--Learning From Friends and Others Who Have Graduated.** *Competencies:* I know what job graduates found and where. I know the problems graduates had in finding jobs. I know graduates' jobs are related to their high school training. I know what problems graduates had on the job or in college. I know which individuals or agencies helped graduates get into college, find a job, or obtain other training beyond high school. I am aware of the advice graduates give me while I am in high school.	
Competency--Understanding how societal needs and functions influence the nature and structure of work. *Indicators:* Describe the effect of work on lifestyle. Describe how society's needs and functions affect the supply of goods and services. Describe how occupational and industrial trends relate to training and employment. Demonstrate an understanding of the global economy and how it affects each individual.	**Category - Learning How to Use Leisure Time Now and In The Future** *Competencies:* I know which leisure and recreational activities best fit my interests and needs. I understand how a job affects leisure time. I know how friends can affect my leisure time. I know how to develop recreational interests that will make my leisure time more enjoyable. **Note: The above competencies are provided for further information. The Missouri Model does not contain items that match those of NOICC in this category.	

NOICC Educational and Occupational Exploration (High school -continued)	MISSOURI Educational and Vocational Devleopment (high school-continued)	ASCA (see previous pages)
Competency--Skills to locate, evaluate, and interpret career information. *Indicators:* Describe the educational requirements of various occupations. Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). Demonstrate knowledge of various classification systems that categorize occupations and industries. Describe the concept of career ladders. Describe the advantages and disadvantages of self-employment as a career option. Identify individuals in selected occupations as possible information resources, role models, or mentors. Describe the influence of change in supply and demand for workers in different occupations. Identify how employment trends relate to education and training. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities	**Category--Vocational Selection and Training** *Competencies:* I have visited vocational-technical programs before enrollment. I know and understand enrollment requirement and selection procedures for specific courses either at the area vocational-technical school or my high school. I know how basic skills (math, reading, etc.) relate to vocational goals. I know my strongest vocational interests, aptitudes, and abilities. I know the job opportunities available to those who complete area vocational-technical school training. **Related Category - Learning From Friends and Others Who Have Graduated** *Competencies:* see previous page	
Competency--Skills to prepare to seek, obtain, maintain, and change jobs. *Indicators:* Demonstrate skills to locate, interpret, and use information about job openings and opportunities. Demonstrate academic or occupational skills required for a full or part-time job. Demonstrate skills and behaviors necessary for a successful job interview. Demonstrate skills in preparing a resume and completing job applications. Identify specific job openings. Demonstrate employability skills necessary to obtain and maintain jobs. Demonstrate skills to assess occupational opportunities (e.g., working conditions, etc.). Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training. Demonstrate an understanding that job opportunities often require relocation. Demonstrate skills necessary to function as a consumer and manage financial resources.	**Category--Preparation for Finding Jobs** *Competencies:* I now what employers expect of applicants and employees. I can complete application forms properly. I know what to do during a job interview. I can develop a resume (personal information sheet for employers). I know where and how to start looking for a job. **Category--Finding Jobs** *Competencies:* I know what jobs are available locally. I know how to find part-time and summer work. I know how to find a full time job after graduation. I know what jogs are available in my interest areas, their locations, and requirement to obtain these jobs. I know about benefits, working conditions, and opportunities for job advancement. **Category--Learning About Consumer and Homeowner Responsibilities** *Competencies:* I know about kinds of daily expenses that I will face in life. I know how to budget, spend, and invest my money wisely. I understand credit purchases and installment buying. I know about legal responsibilities I will face as an adult (income tax, auto insurance, medical expenses, etc.).	

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